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ABSTRACT

The purpose of this study was to provide an adequate base of knowledge for the development of a local three-year master plan for staff development for education personnel. The plan should reflect specific needs identified through organized self-study and analysis by professional staff, students, and parents. The following opinion surveys and needs assessments were conducted: (a) community opinion survey, (b) teacher opinion survey, (c) student opinion survey, (d) teacher needs assessment, and (e) student needs assessment. This document contains a chapter on each of the above measurements, each chapter describes the pilot study, the population used for the survey or assessment, the administration of the instrument or opinionnaire, and analysis of the data. Extensive supportive tables appear throughout the text. Appendixes include staff development guidelines, opinionnaires and assessment forms, and guidelines for student needs assessment. (PB)

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NEEDS ASSESSMENT FOR STAFF DEVELOPMENT

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A final report

submitted to the

Staff Development Committee of

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Chapter 1

INTRODUCTION

In accordance with the guidelines established by the New Hampshire State Department of Education, survey and needs assessment research was conducted under the direction of the Staff Development Committee of Supervisory Union No. 30. Article II, Section 2, of "Staff Development for Educational Personnel: State of New Hampshire," states that

> 2. A local three (3) year MASTER PLAN shall be developed to reflect specific needs identified through organized self-study and analysis by the professional staff, students, and parents. Both objective (test) data and subjective (questionnaire) data are appropriate to needs assessment. Specific objectives should be stated in measurable terms whenever possible.[1]

To provide an adequate base of knowledge to utilize for the development of the master plan for Supervisory Union No. 30, subjective and objective data was obtained from the citizens, teachers, and students of the Union. The following five opinion surveys and needs assessment were conducted:

1. Community Opinion Survey
2. Teacher Opinion Survey

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[1] "Staff Development for Educational Personnel: State of New Hampshire." (Concord, N.H.: Office of Teacher Education and Professional Standards, State Department of Education, June, 1971). (MIMEOGRAPHED.) Hereafter referred to as "Staff Development." For complete text see Appendix A., p. 8.1.

3. Student Opinion Survey

4. Teacher Needs Assessment

5. Student Needs Assessment

Chapter 2

COMMUNITY OPINION SURVEY

Educational Goals

To obtain the opinion of the community with respect to the goals of the public schools within the community, an opinionnaire was developed.[1] The base for the twelve goals identified in the instrument were the "Seven Cardinal Principals of Education"[2] as set forth by the Commission on Reorganization of Secondary Education (1922): Health, command of fundamental processes, worthy home membership, vocation, civic education, worthy use of leisure time, and ethical character.

The twelve goals of public education identified by the Staff Development Committee for the opinionnaire were:

1. To gain a general education.
2. To develop skills in reading, writing, speaking, and listening.
3. To develop a desire for learning now and in the future.
4. To gain information needed to make job selections.
5. To develop skills to enter a specific field of work.

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[1] See Appendix B., p. 8.2.

[2] James A. Johnson and others, The Foundations of American Education (2d ed.; Boston: Allyn and Bacon, 1973), p. 269.

6. To learn to examine and to use information.

7. To understand and practice the skills of family living.

8. To develop pride in work and feeling of self-worth.

9. To learn to use leisure time.

10. To practice and understand the ideas of health and safety.

11. To learn good citizenship.

12. To appreciate culture and beauty in the world.

The committee wished to know if the community felt the Union's schools were successful in teaching the identified goals, and if teaching toward the goals was a responsibility of the local public schools, the home, or both.

Pilot Study

A pilot study was conducted to establish the validity of the developed instrument. Ten citizens of the Union were selected for the pilot study. Several minor changes were made in the instrument utilized in the community survey.

Population for Survey

For the community opinion survey three populations were identified: citizens of Laconia, citizens of Gilford, and citizens of Gilmanton. The citizens of Laconia were those year-round residents of the Laconia School District as identified and listed in the Laconia Directory: 1974.[3] The citizens

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[3] Laconia Directory: 1974 (Greenfield, Mass.: H. A. Manning Co., 1974), pp. 173-314.

of Gilford were the year-round residents of Gilford as identified and listed in the Laconia Directory: 1974.[4] And the citizens of Gilmanton were those residents identified as registered voters of Gilmanton.[5]

For this survey a seven percent sample of each of the three populations was deemed adequate - five percent being minimal for this type of research.[6] The samples were determined by the simple random technique[7] of utilizing a table of computer generated random numbers.[8] See Table 2.1 for the numeric sizes of the identified populations and their corresponding samples.

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[4] Ibid., pp. 402-451.

[5] Gilmanton Voter Registration Check List, November, 1974.

[6] Letter from Mr. Bruce Weigle, Research Assistant, Bureau of Educational Research, University of Mississippi, November 10, 1974.

[7] Walter R. Borg and Meredith D. Gall, Educational Research (2d ed.; New York: David McKay, 1974), p. 117.

[8] Fred N. Kerlinger, Foundations of Behavioral Research (2d ed.; New York: Holt, Rinehart and Winston, 1973), pp. 714-717.

TABLE: 2.1

COMMUNITY:
POPULATION AND SAMPLE SIZES

Community	Population Size	Sample Size (7%)
Laconia	9,922	695
Gilford	2,461	148
Gilmanton	780	54
Total	13,163	897

Administration of Opinionnaire

The opinionnaire was mailed to the selected citizens of the Union on January 3, 1975. Along with the instrument a letter of transmittal[9] and a postage paid, addressed envelope were enclosed.

To increase the rate of return two follow-up mailings were planned. Each postage paid, addressed envelope was coded so that a record was maintained of those citizens responding.

Having received only a 19.4 percent return for the initial mailing, a second opinionnaire (along with a letter of transmittal and a postage paid, addressed envelope) was posted on January 20, 1975. The rate of response to the second mailing was 11.4 percent which made a total response rate of 30.8 percent.

[9]See Appendix B., p. 8.2.

On February 7, 1974, a postal card was sent to those citizens who had so far failed to respond. They were asked to participate in the survey by returning an opinionnaire immediately. An additional 6.1 percent responded by March 5, 1975, making the final rate of return 36.9 percent. See Table 2.2 for the return rates for each of the districts.

TABLE: 2.2

COMMUNITY:
RATE OF RETURN

Community	Rate of Return
Laconia	.348
Gilford	.392
Gilmanton	.574
Union	.369

Analysis of Data

The data was tabulated via computer in frequencies and percent response for the entire (composite) population and the three district populations.

Composite.[10] The following were the goals that the Union citizens felt were not being successfully taught by the local public schools:

1. Understanding and practicing the skills of family living
2. Gaining information needed to make job selections
3. Developing skills to enter a specific field of work

The two goals being met most successfully were:

1. Gaining a general education
2. Developing skills in reading, writing, speaking, and listening

The following goal was identified as being the primary responsibility of the school: Developing skills to enter a specific field of work. Overwhelmingly, the citizens felt that the other eleven goals identified were the responsibility of both the school and the home.

Laconia.[11] The citizens of Laconia felt that the following goals were not being successfully taught:

1. Understanding and practicing the skills of family living
2. Developing skills to enter a specific field of work
3. Gaining information needed to make job selections
4. Appreciating of culture and beauty in the world

---

[10] See Tables 2.3 and 2.4, p. 2.7.

[11] See Tables 2.5 and 2.6, p. 2.8.

TABLE 2.3

DATA TABULATION*:

COMMUNITY - COMPOSITE

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	7	21	48	3	1	27	1	66
2	7	17	41	15	2	37	0	57
3	3	16	42	14	4	9	2	84
4	3	12	38	21	4	36	2	55
5	3	9	41	21	4	58	1	34
6	2	18	49	10	2	30	1	63
7	1	9	36	27	6	0	26	68
8	4	15	45	15	2	1	4	89
9	2	18	39	18	3	2	17	75
10	3	16	43	15	2	3	3	89
11	3	15	43	17	4	5	1	87
12	2	14	41	19	4	3	1	89

TABLE 2.4

DATA TABULATION*:

COMMUNITY - COMPOSITE

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	28	48	4	93	67
2	24	41	17	94	57
3	19	42	18	93	86
4	15	38	23	91	57
5	12	41	25	92	35
6	20	49	12	93	64
7	10	36	33	68	94
8	19	45	17	90	93
9	20	39	21	77	92
10	19	43	17	92	92
11	18	43	21	92	88
12	16	41	23	92	90

*The data is presented in percent of responses.

TABLE 2.5

DATA TABULATION*:

COMMUNITY - LACONIA

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	8	20	50	3	2	27	1	65
2	7	14	41	18	2	41	0	54
3	3	12	47	15	4	8	2	85
4	3	13	37	22	5	35	3	56
5	3	11	38	23	5	59	1	34
6	2	15	51	11	2	29	1	64
7	2	10	37	26	6	0	28	67
8	3	13	50	14	2	2	6	87
9	2	15	41	19	4	3	19	73
10	3	17	44	15	3	3	3	89
11	4	13	42	18	5	6	1	87
12	2	13	41	20	5	4	1	90

TABLE 2.6

DATA TABULATION*:

COMMUNITY - LACONIA

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	28	50	5	92	66
2	21	41	20	95	54
3	15	47	19	93	87
4	16	37	27	91	59
5	14	38	28	93	35
6	17	51	13	93	65
7	12	37	32	67	95
8	16	50	16	89	93
9	17	41	23	76	92
10	20	44	18	92	92
11	17	42	23	93	88
12	15	41	25	94	91

*The data is presented in percent of responses.

The goal most successfully being taught, according to the Laconia citizens was gaining a general education (28 percent).

The goal identified as being the primary responsibility of the school was developing skills to enter a specific field of work. The other eleven goals were identified as being the joint responsibility of the school and the home.

Gilford.[12] Two goals were identified as not being successfully taught by the Gilford citizens:

1. Understanding and practicing the skills of family living
2. Gaining information to make job selections

Seven goals were identified as being successfully taught:

1. Developing skills in reading, writing, speaking, and listening
2. Gaining a general education
3. Developing a desire for learning now and in the future
4. Learning to examine and to use information
5. Developing pride in work and feeling of self-work
6. Learning to use leisure time
7. Appreciating culture and beauty in the world

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[12] See Tables 2.7 and 2.8, p. 2.10.

TABLE 2.7

DATA TABULATION*:

COMMUNITY - GILFORD

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	6	26	48	2	2	31	0	66
2	8	26	37	8	2	33	0	62
3	4	28	31	8	11	15	4	77
4	4	8	42	22	4	40	0	53
5	4	4	51	17	4	53	2	35
6	4	24	44	8	2	33	0	60
7	2	6	26	37	6	0	20	73
8	6	20	35	20	2	0	2	93
9	4	22	35	20	2	0	15	80
10	6	13	48	13	2	2	6	88
11	2	15	51	15	0	4	4	88
12	4	22	42	13	2	4	4	84

TABLE 2.8

DATA TABULATION*:

COMMUNITY - GILFORD

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	32	48	4	97	66
2	34	37	10	95	62
3	32	31	19	92	81
4	12	42	26	93	53
5	8	51	21	88	37
6	28	44	10	93	60
7	8	26	43	73	93
8	26	35	22	93	95
9	26	35	22	80	95
10	19	48	15	90	94
11	17	51	15	92	92
12	26	42	15	88	88

*The data is presented in percent of responses.

The goal developing skills to enter a specific field of work was identified as the responsibility of the schools. The other eleven goals were identified as the responsibility of both the school and the home.

Gilmanton.[13] The goal identified by the citizens of Gilmanton as being the most unsuccessfully taught was the appreciation of culture and beauty in the world. The goal being most successfully being met was gaining a general education.

The goal developing skills to enter a specific field of work was identified as the responsibility of the school. The other eleven goals were considered the joint responsibility of the school and home.

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[13]See Tables 2.9 and 2.10, p. 2.12.

TABLE 2.9

DATA TABULATION*:

COMMUNITY - GILMANTON

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	4	24	40	0	0	24	0	68
2	0	20	48	4	0	24	0	68
3	0	20	32	16	0	4	0	88
4	8	4	40	16	0	40	0	52
5	8	0	44	16	0	56	0	36
6	0	24	40	8	0	28	0	64
7	0	4	48	16	4	0	24	68
8	8	12	32	16	4	0	0	92
9	0	24	28	12	4	0	8	84
10	0	16	32	20	0	4	0	38
11	0	16	40	16	0	0	0	92
12	0	4	44	20	4	0	0	92

TABLE 2.10

DATA TABULATION*:

COMMUNITY - GILMANTON

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	28	40	0	92	68
2	20	48	4	92	68
3	20	32	16	92	88
4	12	40	16	92	52
5	8	44	16	92	36
6	24	40	8	92	64
7	4	48	20	68	92
8	20	32	20	92	92
9	24	28	16	84	92
10	16	32	20	92	88
11	16	40	16	92	92
12	4	44	24	92	92

*The data is presented in percent of responses.

Chapter 3

TEACHER OPINION SURVEY

To obtain the opinion of the professional staff of Supervisory Union No. 30 with respect to the goals of the public schools of the Union, the opinionnaire developed for the community survey was utilized with minor changes.[1] The objectives of this survey were the same as those identified for the community survey.

Pilot Study

A pilot study was implemented to establish the validity of the instrument. Ten Union teachers were selected for the pilot study. Several minor changes were made in the instrument.

Population for Survey

The professional staff of the three districts comprising the Union was identified and utilized as the three populations for this survey.[2] A ten percent, simple random sample was selected from each of the three populations. See Table 3.1 for the numeric size of the populations and samples.

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[1] See Appendix C., p. 8.3.

[2] A list of the professional staff by district, school, and position was provided by the Superintendent of Schools.

TABLE 3.1

TEACHER:
POPULATION AND SAMPLE SIZES

School District	Population Size	Sample Size (10%)
Laconia	174	17
Gilford	62	6
Gilmanton	8	2
Total	244	25

Administration of Opinionnaire

The opinionnaire, along with a letter of transmittal,[3] was delivered to the various schools and selected teachers on December 17, 1974. Two days later the completed instruments were collected. Each instrument was coded so that a follow-up could be conducted to ensure a high return rate. However, follow-up procedures were not necessary.

The rate of return was 96 percent for the Union. The rate for the three districts was as follows: Laconia, 83 percent, Gilford, 100 percent, Gilmanton, 100 percent.

[3] See Appendix C., p. 8.3.

Analysis of Data

The data was tabulated via computer in frequencies and percent of response for the entire (composite) population and five sub-populations: Laconia teachers, Gilford teachers, Gilmanton teachers, female teachers, and male teachers.

Composite.[4] The following were the goals that the Union teachers felt were not being successfully taught by the local public schools:

1. Developing skills to enter a specific field of work.
2. Developing pride in work and a feeling of self-worth.
3. Learning to use leisure time.
4. Appreciating culture and beauty in the world.

The two goals being met most successfully were:

1. Gaining a general education.
2. Developing skills in reading, writing, speaking, and listening.

Overwhelmingly, the teachers felt that all the goals identified were the responsibility of both the school and the home. The following goals were identified as being the primary responsibility of the school:

1. Developing skills in reading, writing, speaking, and listening.
2. Developing skills to enter a specific field of work.
3. Gaining information needed to make job selections.
4. Learning to examine and to use information.

---

[4] See Tables 3.2 and 3.3, p. 3.4.

TABLE 3.2

DATA TABULATION*:

TEACHER - COMPOSITE

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	4	41	41	12	0	12	0	87
2	8	25	50	16	0	54	0	45
3	0	16	66	16	0	8	0	91
4	8	20	54	12	4	41	4	54
5	0	12	41	41	0	54	4	41
6	4	12	58	16	8	33	0	66
7	0	8	54	29	4	0	8	91
8	4	16	62	12	4	4	0	95
9	0	20	37	37	4	0	8	91
10	8	12	58	20	0	0	4	95
11	8	16	58	16	0	0	4	91
12	0	8	54	25	12	4	0	95

TABLE 3.3

DATA TABULATION*:

TEACHER - COMPOSITE

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	45	41	12	99	87
2	33	50	16	99	45
3	16	66	16	99	91
4	28	54	16	95	58
5	12	41	41	95	45
6	16	58	24	99	66
7	8	54	33	91	99
8	20	62	16	99	95
9	20	37	41	91	99
10	20	58	20	95	99
11	24	58	16	91	95
12	8	54	37	99	95

*The data is presented in percent of responses.

Laconia.[5] The teachers of Laconia felt that the following goals were not being successfully taught:

1. Developing skills to enter a specific field of work.
2. Learning to use leisure time.
3. Appreciating culture and beauty in the world.

The goal most successfully being taught, according to the Laconia teachers, was gaining a general education (37 percent).

Three goals were identified as being the responsibility of the local public schools. They were:

1. Developing skills in reading, writing, speaking, and listening.
2. Gaining information needed to make job selections.
3. Developing skills to enter a specific field of work.

The other nine goals were identified as being the joint responsibility of the school and the home.

Gilford.[6] The two goals being most successfully taught according to the Gilford teachers were:

1. Gaining a general education.
2. Developing skills in reading, writing, speaking, and listening.

The goal not being successfully taught was understanding and practicing the skills of family living.

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[5] See Tables 3.4 and 3.5, p. 3.6.

[6] See Tables 3.6 and 3.7, p. 3.7.

TABLE 3.4

DATA TABULATION*:

TEACHER - LACONIA

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	6	31	43	18	0	18	0	81
2	12	6	56	25	0	50	0	50
3	0	6	75	18	0	6	0	93
4	6	18	62	6	6	56	0	43
5	0	6	43	50	0	62	0	37
6	0	12	56	18	12	25	0	75
7	0	6	56	25	6	0	6	93
8	0	18	56	18	6	0	0	100
9	0	18	37	37	6	0	6	93
10	0	12	56	25	0	0	6	93
11	0	18	56	18	0	0	0	93
12	0	6	43	37	12	0	0	100

TABLE 3.5

DATA TABULATION*:

TEACHER - LACONIA

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	37	43	18	99	81
2	18	56	25	100	50
3	6	75	18	99	93
4	24	62	12	99	43
5	6	43	50	99	37
6	12	56	30	100	75
7	6	56	31	93	99
8	18	56	24	100	100
9	18	37	43	93	99
10	12	56	25	93	99
11	18	56	18	93	93
12	6	43	49	100	100

*The data is presented in percent of responses.

TABLE 3.6

DATA TABULATION*:

TEACHER - GILFORD

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	0	66	33	0	0	0	0	100
2	0	50	50	0	0	83	0	16
3	0	33	50	16	0	0	0	100
4	0	33	33	33	0	16	16	66
5	0	16	33	33	0	33	0	66
6	0	16	66	16	0	50	0	50
7	0	0	50	50	0	0	0	100
8	0	16	83	0	0	16	0	83
9	0	16	50	33	0	0	16	83
10	0	16	66	16	0	0	0	100
11	0	16	83	0	0	0	16	83
12	0	0	100	0	0	16	0	83

TABLE 3.7

DATA TABULATION*:

TEACHER - GILFORD

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	66	33	0	100	100
2	50	50	0	99	16
3	33	50	16	100	100
4	33	33	33	82	82
5	16	33	33	99	66
6	16	66	16	100	50
7	0	50	50	100	100
8	16	83	0	99	83
9	16	50	33	99	99
10	16	66	16	100	100
11	16	83	0	83	99
12	0	100	0	99	83

*The data is presented in percent of responses.

The following goals were identified as being the primary responsibility of the schools:

1. Developing skills in reading, writing, speaking, and listening.
2. Learning to examine and to use information.

The other ten goals were identified as being the responsibility of both the school and the home.

Gilmanton.[7] According to the Gilmanton teachers the goal most successfully taught was developing skills in reading, writing, speaking, and listening. None of the goals were identified as not being successfully taught. All goals were thought to be the joint responsibility of the home and the school.

Female.[8] Four goals according to the female teachers of the Union were not being successfully taught:

1. Developing skills to enter a specific field of work.
2. Understanding and practicing the skills of family living.
3. Learning to use leisure time.
4. Appreciating culture and beauty in the world.

The two goals being most successfully taught were:

1. Gaining a general knowledge.
2. Developing skills in reading, writing, speaking, and listening.

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[7] See Tables 3.8 and 3.9, p. 3.9.

[8] See Tables 3.10 and 3.11, p. 3.10

TABLE 3.8

DATA TABULATION*:

TEACHER - GILMANTON

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	0	50	50	0	0	0	0	100
2	0	100	0	0	0	0	0	100
3	0	50	50	0	0	50	0	50
4	50	0	50	0	0	0	0	100
5	0	50	50	0	0	50	50	0
6	50	0	50	0	0	50	0	50
7	0	50	50	0	0	0	50	50
8	50	0	50	0	0	0	0	100
9	0	50	0	50	0	0	0	100
10	50	0	50	0	0	0	0	100
11	50	0	0	50	0	0	0	100
12	0	50	0	0	50	0	0	100

TABLE 3.9

DATA TABULATION*:

TEACHER - GILMANTON

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	50	50	0	100	100
2	100	0	0	100	100
3	50	50	0	100	50
4	50	50	0	100	100
5	50	50	0	50	50
6	50	50	0	100	50
7	50	50	0	50	100
8	50	50	0	100	100
9	50	0	50	100	100
10	50	50	0	100	100
11	50	0	50	100	100
12	50	0	50	100	100

*The data is presented in percent of responses.

TABLE 3.10

DATA TABULATION*:

TEACHER - FEMALE

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	6	40	46	6	0	20	0	80
2	13	26	60	0	0	46	0	53
3	0	6	86	6	0	13	0	86
4	6	13	66	13	0	33	6	60
5	0	6	46	40	0	60	6	33
6	6	6	66	13	6	40	0	60
7	0	6	46	40	6	0	6	93
8	6	13	60	20	0	0	0	100
9	0	20	33	40	6	0	0	100
10	6	13	60	20	0	0	6	93
11	6	13	60	20	0	0	0	100
12	0	6	53	26	13	0	0	100

TABLE 3.11

DATA TABULATION*:

TEACHER - FEMALE

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	46	46	6	100	80
2	39	60	0	99	53
3	6	86	6	99	86
4	19	66	13	93	66
5	6	46	40	93	39
6	12	66	19	100	60
7	6	46	46	93	99
8	19	60	20	100	100
9	20	33	46	100	100
10	19	60	20	93	99
11	19	60	20	100	100
12	6	53	39	100	100

* The data is presented in percent of responses.

Three goals were identified as the primary responsibility of the schools:

1. Developing skills in reading, writing, speaking, and listening.
2. Developing skills to enter a specific field of work.
3. Learning to examine and to use information.

The other goals were the responsibility of both the school and the home.

Male.[9] The two goals being most successfully taught according to the male teachers of the Union were:

1. Gaining a general education.
2. Gaining information needed to make job selections.

The two goals not being successfully taught were:

1. Developing skills in reading, writing, speaking, and listening.
2. Developing skills to enter a specific field of work.

Two goals were identified as being the primary responsibility of the schools:

1. Developing skills in reading, writing, speaking, and listening.
2. Gaining information needed to make job selections.

The other ten goals were the responsibility of both the schools and the home.

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[9]See Tables 3.12 and 3.13, p. 3.12.

TABLE 3.12

DATA TABULATION*:

TEACHER - MALE

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	0	44	33	22	0	0	0	100
2	0	22	33	44	0	66	0	33
3	0	33	33	33	0	0	0	100
4	11	33	33	11	11	55	0	44
5	0	22	33	44	0	44	0	55
6	0	22	44	22	11	22	0	77
7	0	11	66	11	0	0	11	88
8	0	22	66	0	11	11	0	88
9	0	22	44	33	0	0	22	77
10	11	11	55	22	0	0	0	100
11	11	22	55	11	0	0	11	77
12	0	11	55	22	11	11	0	88

TABLE 3.13

DATA TABULATION*:

TEACHER - MALE

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	44	33	22	100	100
2	22	33	44	99	33
3	33	33	33	100	100
4	44	33	22	99	44
5	22	33	44	99	55
6	22	44	33	99	77
7	11	66	11	88	99
8	22	66	11	99	88
9	22	44	33	77	99
10	22	55	22	100	100
11	33	55	11	77	88
12	11	55	33	99	88

*The data is presented in percent of responses.

Chapter 4

STUDENT OPINION SURVEY

To obtain the opinion of the public school students of Supervisory Union No. 30 regarding the goals of the public schools of the Union the opinionnaire developed for the community survey was utilized with minor changes.[1] The objectives of this survey were the same as those identified for the community survey.

Pilot Study

A pilot study was implemented to establish the validity of the instrument. Ten Union students (grades 7-12) were selected for the pilot study. Several minor changes were made in the instrument.

Population for Survey

The students in grades 7-12 in the schools of the three districts of the Union were identified and utilized as the three populations for this survey.[2] A ten percent, simple random sample was selected from each population. See Table 4.1 for the numeric size of the populations and samples.

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[1] See Appendix D., p. 8.4

[2] A list of the students in grades 7-12 in the schools of the Union was provided by the Superintendent of Schools.

TABLE 4.1

STUDENT:
POPULATION AND SAMPLE SIZES

School District	Population Size	Sample Size (10%)
Laconia	1725	173
Gilford	555	56
Gilmanton	50	5
Total	2330	234

Administration of Opinionnaire

The opinionnaires, along with a letter of transmittal,[3] were delivered to the various schools and selected students on December 17, 1974. Three days later the completed instruments were collected. Each instrument was coded so that a follow-up could be conducted to ensure a high return rate. However, follow-up procedures were not necessary.

Union wide the rate of return was 84 percent. The return rates for the districts were: Laconia, 86 percent, Gilford, 80 percent, and Gilmanton, 80 percent.

[3] See Appendix D., p. 8.4.

Analysis of Data

The data was tabulated via computer in frequencies and percent of responses. Tabulations were made of the Union wide population (composite) and five sub-populations: Laconia students, Gilford students, Gilmanton students, female students, and male students.

Composite.[4] According to the students of the Union, the goals most successfully being taught by the local public schools were:

1. Gaining a general education.
2. Developing skills in reading, writing, speaking, and listening.
3. Gaining information needed to make job selections.
4. Learning to examine and to use information.
5. Learning to use leisure time.

The goal being most unsuccessfully taught was understanding and practicing the skills of family living.

Three goals were identified as being the primary responsibility of the school:

1. Developing skills in reading, writing, speaking, and listening.
2. Developing skills to enter a specific field of work.
3. Learning to examine and to use information.

The goal understanding and practicing the skills of family living was identified as the responsibility of the home. The other goals were the joint responsibility of the school and home.

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[4]See Tables 4.2 and 4.3, p. 4.4.

TABLE 4.2

DATA TABULATION*:

STUDENT - COMPOSITE

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	11	48	38	1	0	39	2	57
2	15	32	39	13	0	50	2	47
3	8	23	42	22	3	24	8	66
4	15	33	34	14	3	34	10	55
5	5	34	35	20	4	58	6	34
6	10	35	43	10	0	53	4	40
7	5	19	41	25	7	1	56	42
8	8	29	44	12	4	10	16	73
9	15	28	35	12	8	10	23	64
10	9	26	42	16	5	14	12	72
11	6	25	41	22	4	11	16	72
12	11	19	37	22	8	17	13	68

TABLE 4.3

DATA TABULATION*:

STUDENT - COMPOSITE

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	59	38	1	96	59
2	47	39	13	97	49
3	31	42	23	90	74
4	46	34	17	89	65
5	39	35	24	92	40
6	45	43	10	93	44
7	24	41	32	43	98
8	37	44	16	83	89
9	43	35	20	74	87
10	35	42	21	86	84
11	31	41	26	83	88
12	30	37	30	85	81

*The data is presented in percent of responses.

Laconia.[5] The goals being most successfully taught were identified as:

1. Gaining a general education.
2. Developing skills in reading, writing, speaking, and listening.
3. Gaining information needed to make job selections.
4. Learning to examine and to use information.
5. Learning to use leisure time.

The goal most unsuccessfully taught was appreciating of culture and beauty in the world.

Three goals were identified as the primary responsibility of the school:

1. Developing skills in reading, writing, speaking, and listening.
2. Developing skills to enter a specific field of work.
3. Learning to examine and use information.

The goal understanding and practicing the skills of family living was the primary responsibility of the home. The remaining goals were the joint responsibility of the school and home.

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[5] See Tables 4.4 and 4.5, p. 4.6.

TABLE 4.4

DATA TABULATION*:

STUDENT - LACONIA

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	8	45	43	2	0	39	2	57
2	14	32	38	14	0	51	2	45
3	6	22	42	25	4	24	10	65
4	12	29	35	15	4	33	11	55
5	4	27	39	24	4	58	6	35
6	8	31	46	12	0	54	4	39
7	5	18	38	29	8	0	59	39
8	8	27	44	14	4	12	16	71
9	13	29	33	13	10	9	24	65
10	8	24	41	18	6	13	14	71
11	6	22	40	26	4	8	16	74
12	8	19	35	26	10	20	16	62

TABLE 4.5

DATA TABULATION*:

STUDENT - LACONIA

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	53	43	2	96	59
2	46	38	14	96	47
3	28	42	29	89	75
4	41	35	19	88	66
5	31	39	28	93	41
6	39	46	12	93	43
7	23	38	37	39	98
8	35	44	18	83	87
9	42	33	23	74	89
10	32	41	24	84	85
11	28	40	30	82	90
12	27	35	36	82	78

*The data is presented in percent of responses.

Gilford.[6] Seven goals, according to the Gilford students, were being taught successfully:

1. Gaining a general education.
2. Developing skills in reading, writing, speaking, and listening.
3. Gaining information needed to make job selections.
4. Developing skills to enter a specific field of work.
5. Learning to examine and to use information.
6. Learning to use leisure time.
7. Appreciating culture and beauty in the world.

None of the goals were unsuccessfully taught.

Two goals were determined to be the responsibility of the schools:

1. Developing skills in reading, writing, speaking, and listening.
2. Developing skills to enter a specific field of work.

The goal considered the responsibility of the home was understanding and practicing the skills of family living. The remaining nine goals were considered the responsibility of both the school and the home.

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[6]See Tables 4.6 and 4.7, p. 4.8.

TABLE 4.6

DATA TABULATION*:

STUDENT - GILFORD

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	17	57	22	0	0	40	2	55
2	17	33	40	8	0	51	0	48
3	13	26	44	15	0	24	4	71
4	11	44	33	11	0	37	6	53
5	6	55	24	11	2	60	6	33
6	13	46	33	6	0	51	4	44
7	6	24	46	17	4	2	48	48
8	8	40	42	6	2	4	17	77
9	22	24	43	8	2	11	22	66
10	6	35	42	11	4	15	8	75
11	8	33	46	8	2	17	13	68
12	22	22	40	11	4	11	4	84

TABLE 4.7

DATA TABULATION*:

STUDENT - GILFORD

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	74	22	0	99	57
2	50	40	8	99	48
3	39	44	15	95	75
4	55	33	11	90	59
5	61	24	13	93	39
6	59	33	6	95	48
7	30	46	21	50	98
8	48	42	8	81	94
9	46	43	10	77	88
10	41	42	15	90	83
11	41	46	10	85	81
12	44	40	15	95	88

*The data is presented in percent of responses.

Gilmanton.[7] The following goals were identified as being successfully taught by the local schools:

1. Gaining a general education.
2. Developing skills in reading, writing, speaking, and listening.
3. Gaining information needed to make job selections.
4. Developing skills to enter a specific field of work.
5. Learning to use leisure time.

None of the goals were considered to be unsuccessfully taught.

One goal was considered the primary responsibility of the home: Understanding and practicing the skills of family living. The following goals were considered the responsibility of the school:

1. Developing a desire for learning now and in the future.
2. Developing skills to enter a specific field of work.
3. Learning to examine and to use information.

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[7] See Tables 4.8 and 4.9, p. 4.10.

TABLE 4.8

DATA TABULATION*:

STUDENT - GILMANTON

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	25	50	25	0	0	25	0	75
2	25	25	50	0	0	0	0	100
3	25	50	25	0	0	50	0	50
4	50	50	0	0	0	25	0	75
5	25	50	25	0	0	50	25	25
6	25	25	50	0	0	50	0	25
7	0	0	100	0	0	0	50	50
8	0	25	75	0	0	0	0	100
9	25	50	25	0	0	25	25	25
10	50	0	50	0	0	25	0	75
11	0	50	25	25	0	25	25	50
12	0	0	75	25	0	0	0	100

TABLE 4.9

DATA TABULATION*:

STUDENT - GILMANTON

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	75	25	0	100	75
2	50	50	0	100	100
3	75	25	0	100	50
4	100	0	0	100	75
5	75	25	0	75	50
6	50	50	0	75	25
7	0	100	0	50	100
8	25	75	0	100	100
9	75	25	0	50	50
10	50	50	0	100	75
11	50	25	25	75	75
12	0	75	25	100	100

*The data is presented in percent of responses.

Female.[8] The following six goals were considered being successfully taught by the female students of the Union:

1. Gaining a general education.
2. Developing skills in reading, writing, speaking, and listening.
3. Gaining information needed to make job selections.
4. Learning to examine and to use information.
5. Developing pride in work and feelings of self-work.
6. Learning to use leisure time.

None of the goals were considered as being unsuccessfully taught.

Understanding and practicing the skills of family living was considered the primary responsibility of the home. The following two goals were considered the responsibility of the school:

1. Developing skills to enter a specific field of work.
2. Learning to examine and to use information.

The remaining goals were identified as the joint responsibility of the school and the home.

---

[8]See Tables 4.10 and 4.11, p. 4.12.

TABLE 4.10

DATA TABULATION*:

STUDENT - FEMALE

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	12	53	31	2	0	44	1	54
2	15	34	40	8	0	42	1	56
3	10	25	41	17	4	24	6	69
4	12	34	37	11	2	39	8	52
5	6	33	34	22	2	57	5	36
6	13	38	38	8	0	57	3	38
7	7	21	48	18	3	0	57	42
8	12	34	36	13	1	10	15	74
9	12	34	38	8	5	7	19	72
10	6	24	47	18	3	12	10	76
11	6	29	45	17	1	12	11	76
12	16	19	37	17	9	12	9	78

TABLE 4.11

DATA TABULATION*:

STUDENT - FEMALE

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	65	31	2	98	56
2	49	40	8	98	57
3	35	41	21	93	75
4	46	37	13	91	60
5	39	34	24	93	41
6	51	38	8	95	41
7	28	48	21	42	99
8	46	36	14	84	89
9	46	38	13	79	91
10	30	47	21	88	86
11	35	45	18	88	87
12	35	37	26	90	87

*The data is presented in percent of responses.

Male.[9] The goal being most successfully taught was gaining a general education. The goal being most unsuccessfully taught was understanding and practicing the skills of family living.

The following three goals were identified as the primary responsibility of the school:

1. Developing skills in reading, writing, speaking, and listening.
2. Developing skills to enter a specific field of work.
3. Learning to examine and to use information.

The single goal being identified as the responsibility of the home was understanding and practicing the skills of family living.

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[9]See Tables 4.12 and 4.13, p. 4.14.

TABLE 4.12

DATA TABULATION*:

STUDENT - MALE

Opinionnaire Statement Number	Part II Responses					Part III Responses		
	1	2	3	4	5	School	Home	Both
1	9	44	44	1	1	35	4	59
2	14	30	37	18	0	58	3	38
3	6	21	43	27	2	25	11	63
4	14	32	30	17	4	29	12	57
5	4	34	35	19	6	58	8	33
6	6	31	48	13	1	49	6	43
7	4	17	33	33	12	2	56	41
8	5	24	52	11	7	10	17	72
9	19	22	31	16	11	13	28	57
10	12	27	37	15	8	16	15	68
11	7	20	38	27	7	10	21	68
12	6	20	37	28	8	22	17	59

TABLE 4.13

DATA TABULATION*:

STUDENT - MALE

Opinionnaire Statement Number	Part II Responses			Part III Responses	
	1 & 2	3	4 & 5	School & Both	Home & Both
1	53	44	2	94	63
2	44	37	18	96	41
3	27	43	29	88	74
4	46	30	21	86	69
5	38	35	25	91	41
6	39	48	14	92	49
7	21	33	45	43	97
8	29	52	18	82	89
9	41	31	27	70	85
10	39	37	23	84	83
11	27	38	34	78	89
12	26	37	36	81	76

*The data is presented in percent of responses.

Chapter 5

TEACHER NEEDS ASSESSMENT

In order to provide an appropriate data base for developing a master plan complying with Article II, Section 2 and 5, of the staff development guidelines,[1] an opinionnaire[2] was developed to determine the priorities of teachers' professional needs. The following eighteen innovations, techniques, and/or needs were identified:

1. Individualized instruction strategies
2. Team teaching
3. Programmed instruction
4. Non-graded school approach
5. Alternative education programs
6. Grading systems
7. Sensitivity training
8. Techniques for diagnosing student reading problems
9. Techniques for dealing with students' cultural differences
10. Values clarification

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[1] "Staff Development."

[2] See Appendix E., p. 8.5.

11. Role of behavioral objectives
12. Career education
13. Dealing with handicapped children in the classroom
14. Performance contracting
15. Teacher accountability
16. Communication
17. Curriculum
18. Physical facilities

Teachers were asked to respond to the above with respect to the need for and the methods of implementation.

Population for Needs Assessment

The professional staff of the three districts comprising the Union was identified and utilized as the three populations for this assessment.[3] A ten percent, simple random sample was selected from each of the three populations. See Table 3.1 for the numeric size of the populations and samples.

Administration of the Needs Assessment Instruments

The needs assessment instruments were delivered to the various schools and selected teachers on December 17, 1974. Two days later the

[3] A list of the professional staff by district, school, and position was provided by the Superintendent of Schools.

completed instruments were collected. Each instrument was coded so that a follow-up could be conducted to ensure a high return rate. However, follow-up procedures were not necessary.

The return rate for the Union was 96 percent. The rates for the districts were: Laconia, 100 percent, Gilford, 83 percent, and Gilmanton, 100 percent.

Analysis of Data

The data was tabulated via computer by frequencies and percent of response. Tabulations were made for the Union (composite) population and the three district populations.

Composite.[4] The greatest need, according to the teachers in the Union, in order to improve the educational system was "Communication: exchange of ideas between teachers, administration, school board, and community." The following needs are ranked by priority as identified by the teachers (to the right of each need is the percent response indicating need):

1	Communication	91
2.5	Individualized instructional strategies	83
2.5	Curriculum	83
5	Team teaching techniques	79
5	Techniques for diagnosing student reading problems	79

[4] See Table 5.1, p. 5.4.

TABLE 5.1

DATA TABULATION:

COMPOSITE - TEACHER ASSESSMENT

Assessment Statement Number	Needs*					Implementation							
	1	2	3	4	5	W	G	CC	P	V	T	S	L
1	29	54	0	4	12	46	17	12	0	4	0	0	0
2	4	75	4	8	8	33	37	0	12	4	0	0	0
3	8	46	17	12	17	37	4	12	4	0	0	0	0
4	21	33	8	17	17	37	4	8	8	8	0	0	0
5	25	46	4	4	17	12	21	0	17	25	0	0	0
6	29	29	4	17	17	42	21	4	0	4	0	0	0
7	8	29	21	12	25	29	17	8	4	0	0	0	0
8	33	46	4	0	12	46	4	25	0	3	0	0	0
9	8	25	12	4	46	37	12	8	4	4	4	0	0
10	12	46	12	4	17	29	25	12	4	0	0	0	0
11	4	33	12	12	33	42	8	17	4	0	0	0	0
12	33	33	4	8	17	42	0	17	0	17	0	0	0
13	25	54	8	0	8	25	21	29	4	8	0	0	0
14	12	46	8	21	8	50	12	4	8	0	0	0	0
15	17	33	21	0	25	37	21	4	4	0	0	0	0
16	58	33	4	0	0	50	33	0	4	0	0	0	0
17	37	46	8	4	0	54	8	17	0	4	0	0	0
18	12	33	12	25	12	17	17	0	8	17	0	0	0

*The data is presented as a percent of responses.

5	Dealing with handicapped children in the classroom	79
7	Alternative education programs	71
8	Career education	66
10	Grading systems	58
10	Performance contracting	58
10	Values clarification	58
12.5	Programmed instruction	54
12.5	Non-graded school approach	54
14	Teacher accountability	50
15	Physical facilities	45
16.5	Sensitivity training	37
16.5	Role of behavioral objectives	37
18	Techniques for dealing with students' cultural differences	33

The following methods of implementation were ranked by priority as selected by the teachers:

1. Workshop
2. Small informal group
3. College course
4. Personal project

5 Professional visitation

6 Travel

7.5 Sabbatical

7.5 Leave of absence for professional growth

"Workshop" was indicated as the most desired method of implementation for the following needs[5] (to the right of each implementation method is the percent of response):

Communication	50
Individualized instruction	46
Curriculum	54
Techniques for diagnosing student reading problems	46
Career education	42
Grading systems	42
Performance contracting	50
Values clarification	29
Programmed instruction	37
Non-graded school approach	37
Teacher accountability	37
Physical facilities	17
Role of behavioral objectives	42

[5] The needs are listed by priority as discussed previously.

Sensitivity training	29
Techniques for dealing with students' cultural differences	37

"Small informal group" was selected as the means of implementing the identified need of team teaching techniques with a 37 percent response. "College course" (29 percent) and "Personal project" (25 percent) were selected as methods of implementation for the needs of dealing with handicapped children in the classroom and alternative education programs, respectively.

Laconia.[6] The following needs were ranked by priority as identified by the teachers of Laconia (to the right of each need is the percent response indicating need):

1	Communication	94
2	Curriculum	88
3	Individualized instruction strategies	82
4	Techniques for diagnosing student reading problems	76
5	Team teaching techniques	71
6	Dealing with handicapped children in the classroom	70
7.5	Alternative education programs	65
7.5	Teacher accountability	65

[6] See Table 5.2, p. 5.8.

TABLE 5.2

DATA TABULATION:

TEACHER NEEDS - LACONIA

Assessment Statement Number	Needs*					Implementation							
	1	2	3	4	5	W	G	CC	P	V	T	S	L
1	35	47	0	0	18	41	24	18	0	0	0	0	0
2	6	65	6	12	12	41	24	0	18	0	0	0	0
3	12	47	12	12	18	35	6	12	6	0	0	0	0
4	12	35	12	18	24	41	0	6	12	0	0	0	0
5	24	41	6	6	24	12	24	0	18	18	0	0	0
6	29	29	6	18	18	41	24	6	0	0	0	0	0
7	6	24	24	18	29	24	18	6	6	0	0	0	0
8	29	47	6	0	18	41	6	29	0	6	0	0	0
9	0	18	18	6	59	35	12	6	6	0	6	0	0
10	6	47	18	6	18	24	29	6	6	0	0	0	0
11	6	35	6	12	35	35	12	18	6	0	0	0	0
12	24	29	6	12	24	29	0	18	0	18	0	0	0
13	29	41	12	0	12	12	29	35	6	0	0	0	0
14	12	35	12	29	6	41	12	6	6	0	0	0	0
15	18	47	6	0	24	47	29	6	0	0	0	0	0
16	65	29	0	0	0	47	41	0	6	0	0	0	0
17	47	41	6	0	0	47	12	24	0	6	0	0	0
18	18	24	12	24	18	12	24	0	12	12	0	0	0

*The data is presented as a percent of responses.

9	Programmed instruction	59
10	Grading systems	58
11.5	Values clarification	53
11.5	Career education	53
13.5	Non-graded school approach	47
13.5	Performance contracting	47
15	Physical facilities	42
16	Role of behavioral objectives	41
17	Sensitivity training	30
18	Techniques for dealing with students' cultural differences	18

"Small informal group" was indicated as the method of implementation for the following three needs (the percent of response is to the right):

Alternative education programs	24
Values clarification	29
Physical facilities	24

"College course" was selected as the means of implementation for the need of dealing with handicapped children in the classroom with a 35 percent response. "Workshop" was identified as the method of implementation for the other fourteen needs.

Gilford.[7] The following needs were ranked by priority as identified by the teachers of Gilford (to the right of each need is the percent response indicating need):

3	Team teaching techniques	100
3	Programmed instruction	100
3	Techniques for diagnosing student reading problems	100
3	Career education	100
3	Dealing with handicapped children in the classroom	100
7.5	Individualized instruction strategies	75
7.5	Non-graded school approach	75
7.5	Techniques for dealing with students' cultural differences	75
7.5	Values clarification	75
7.5	Performance contracting	75
7.5	Communication	75
7.5	Curriculum	75
13.5	Programmed instruction	50
13.5	Grading systems	50

[7] See Table 5.3, p. 5.11.

TABLE 5.3

DATA TABULATION:

TEACHER NEEDS - GILFORD

Assessment Statement Number	Needs*					Implementation							
	1	2	3	4	5	W	G	CC	P	V	T	S	L
1	25	50	0	25	0	50	0	0	0	0	0	0	0
2	0	100	0	0	0	25	75	0	0	0	0	0	0
3	0	50	0	25	25	75	0	0	0	0	0	0	0
4	25	50	0	25	0	50	25	0	0	25	0	0	0
5	25	75	0	0	0	0	25	0	25	50	0	0	0
6	25	25	0	25	25	50	25	0	0	0	0	0	0
7	0	50	25	0	25	75	0	0	0	0	0	0	0
8	25	75	0	0	0	100	0	0	0	0	0	0	0
9	25	50	0	0	25	75	25	0	0	0	0	0	0
10	0	75	0	0	25	75	0	25	0	0	0	0	0
11	0	0	25	25	50	25	0	25	0	0	0	0	0
12	50	50	0	0	0	100	0	0	0	0	0	0	0
13	25	75	0	0	0	100	0	0	0	0	0	0	0
14	25	50	0	0	25	50	25	0	25	0	0	0	0
15	25	0	25	0	50	25	0	0	25	0	0	0	0
16	50	25	25	0	0	50	25	0	0	0	0	0	0
17	25	50	0	25	0	75	0	0	0	0	0	0	0
18	0	50	0	50	0	50	0	0	0	0	0	0	0

*The data is presented as a percent of responses.

13.5	Sensitivity training	50
13.5	Physical facilities	50
17	Teacher accountability	25
18	Role of behavioral objectives	0

"Workshop" was the method of implementation selected for all the needs except that of team teaching techniques and alternative education programs. "Small informal group" and "Professional visitation" were selected for these two needs, respectively.

Gilmanton.[8] There was no priority of needs indicated by the Gilmanton teachers - all areas having almost equal priority. "Workshop" was selected as the means of implementation for the following needs (the percent of response is indicated to the right):

Individualized instructional strategies	100
Alternative educational programs	50
Grading systems	50
Role of behavioral objectives	100
Career education	50
Performance contracting	100
Communication	100
Curriculum	100

[8]See Table, 5.4, p. 5.13.

TABLE 5.4

DATA TABULATION:

TEACHER NEEDS - GILMANTON

Assessment Statement Number	Needs*					Implementation							
	1	2	3	4	5	W	G	CC	P	V	T	S	L
1	0	100	0	0	0	100	0	0	0	0	0	0	0
2	0	100	0	0	0	0	100	0	0	0	0	0	0
3	0	50	50	0	0	0	0	50	0	0	0	0	0
4	50	0	0	0	0	0	0	0	0	50	0	0	0
5	0	50	0	0	0	50	0	0	0	0	0	0	0
6	0	50	0	0	0	50	0	0	0	0	0	0	0
7	50	0	0	0	0	0	0	50	0	0	0	0	0
8	50	0	0	0	0	0	0	0	0	50	0	0	0
9	0	50	0	0	0	0	0	0	0	50	0	0	0
10	50	0	0	0	0	0	0	50	0	0	0	0	0
11	0	100	0	0	0	100	0	0	0	0	0	0	0
12	50	50	0	0	0	50	0	0	0	50	0	0	0
13	0	100	0	0	0	0	0	0	0	100	0	0	0
14	0	100	0	0	0	100	0	0	0	0	0	0	0
15	0	100	0	0	0	0	0	0	0	0	0	0	0
16	0	100	0	0	0	100	0	0	0	0	0	0	0
17	0	100	0	0	0	100	0	0	0	0	0	0	0
18	0	50	50	0	0	0	0	0	0	50	0	0	0

*The data is presented as a percent of responses.

"Professional visitation" was indicated as the desirable method of implementation for the following (the percent of response is indicated to the right):

Non-graded school approach	50
Techniques for diagnosing student reading problems	50
Techniques for dealing with students' cultural differences	50
Career education	50
Dealing with handicapped children in the classroom	100
Physical facilities	50

"College course" was identified as the method of implementation for meeting the following three needs (the percent of response is indicated to the right):

Programmed instruction	50
Sensitivity training	50
Values clarification	50

To meet the need of team teaching techniques, "Small informal group" was selected as the means of implementation with a 100 percent response.

Chapter 6

STUDENT NEEDS ASSESSMENT

To provide objective data regarding student needs[1] in Supervisory Union No. 30, a student needs assessment instrument[2] was developed. Only objective test or diagnostic data was utilized in this survey.[3]

The following academic areas were identified to be assessed:

1. reading
2. language arts
3. mathematics
4. science
5. social studies
6. physical education
7. music
8. art

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[1] "Staff Development," Article II, Section 2. For complete text see Appendix A., p. 8.1.

[2] See Appendix F., p. 8.6.

[3] Exceptions are: physical education, music, and art. In these three areas teacher judgment was used.

In addition, the following physical-mental health areas were identified to be assessed:

1. speech defects
2. sight
3. hearing
4. dental
5. physically handicapped
6. developmentally handicapped

Population for Needs Assessment

The students in grades K-12 of the various schools in the three districts comprising the Union were identified and utilized as the three populations for this assessment.[4] A ten percent, simple random sample was selected from each of the three populations. See Table 6.1 for the numeric size of the populations and samples.

[4] A list of the students, grades K-12, by district, school, and grade was provided by the Superintendent of Schools.

TABLE 6.1

STUDENT:
POPULATION AND SAMPLE SIZE

School District	Population Size	Sample Size (10%)
Laconia	3117	312
Gilford	1027	103
Gilmanton	201	21
Total	4345	436

Administration of Needs Assessment Instrument

On January 8, 1975, the needs assessment instruments, along with the guidelines[5] for the completion of the instruments, were given to the principals and/or counselors of the Union schools enrolling the selected students. In accordance with recent federal legislation and court decisions, the privacy and anonymity of the students selected were maintained.

Lists of the selected students, by schools, were given to the appropriate school principal and/or counselor, who completed a needs assessment instrument for each selected student. The completed and returned instruments contained no name or reference to students or schools. The instruments were returned to the researchers January 10, 1975.

[5] See Appendix G., p. 8.7.

The rate of return was very high - 95 percent for the Union. The rate for the three districts was as follows: Laconia (97 percent), Gilford (86 percent), and Gilmanton (100 percent).

Analysis of Data[6]

The data was tabulated manually in frequencies and percent of responses. Tabulations were made of the Union-wide population by grade level (K-12).[7]

[6] It is important to note that while there was a very high rate of return of the individual student profiles, a large percentage of the returned needs assessment forms contained little or no test data about the individuals.

[7] See Tables 6.2 through 6.14, p. 6.5 - 6.17.

TABLE 6.2
UNION NEEDS ASSESSMENT SURVEY:
GRADE K *

NEEDS AREAS	Below	Average	Above
Reading	.50	.25	.25
Language Arts	.50	.25	.25
Mathematics	.13	.54	.33
Science	.67	.00	.33
Social Studies	.33	.33	.33

NEEDS AREAS	
Physical Education	.03
Music	.03
Art	.21
Speech Defects	.06
Sight	.00
Hearing	.00
Dental	.00
Physically Handicapped	.00
Developmentally Handicapped	.00

*Data in percent

TABLE 6.3
UNION NEEDS ASSESSMENT SURVEY:
GRADE 1 *

NEEDS AREAS	Below	Average	Above
Reading	.10	.62	.28
Language Arts	.20	.60	.20
Mathematics	.12	.44	.44
Science	.00	1.00	.00
Social Studies	.00	.00	.00

NEEDS AREAS	
Physical Education	.09
Music	.09
Art	.09
Speech Defects	.09
Sight	.06
Hearing	.03
Dental	.06
Physically Handicapped	.00
Developmentally Handicapped	.03

*Data in percent

TABLE 6.4
UNION NEEDS ASSESSMENT SURVEY:
GRADE 2 *

NEEDS AREAS	Below	Average	Above
Reading	.09	.69	.22
Language Arts	.00	.91	.09
Mathematics	.04	.87	.09
Science	.00	1.00	.00
Social Studies	.00	1.00	.00

NEEDS AREAS	
Physical Education	.00
Music	.09
Art	.09
Speech Defects	.09
Sight	.09
Hearing	.13
Dental	.04
Physically Handicapped	.00
Developmentally Handicapped	.00

*Data in percent

TABLE 6.5
UNION NEEDS ASSESSMENT SURVEY:
GRADE 3 *

NEEDS AREAS	Below	Average	Above
Reading	.08	.46	.46
Language Arts	.04	.75	.21
Mathematics	.04	.70	.26
Science	.00	.50	.50
Social Studies	.00	.55	.45

NEEDS AREAS	
Physical Education	.16
Music	.16
Art	.20
Speech Defects	.08
Sight	.08
Hearing	.04
Dental	.00
Physically Handicapped	.00
Developmentally Handicapped	.04

*Data in percent

TABLE 6.6
UNION NEEDS ASSESSMENT SURVEY:
GRADE 4 *

NEEDS AREAS	Below	Average	Above
Reading	.00	.78	.22
Language Arts	.00	.72	.28
Mathematics	.06	.59	.35
Science	.00	.50	.50
Social Studies	.00	.60	.40

NEEDS AREAS	
Physical Education	.10
Music	.10
Art	.16
Speech Defects	.00
Sight	.21
Hearing	.00
Dental	.00
Physically Handicapped	.00
Developmentally Handicapped	.05

*Data in percent

TABLE 6.7
UNION NEEDS ASSESSMENT SURVEY:
GRADE 5 *

NEEDS AREAS	Below	Average	Above
Reading	.18	.64	.18
Language Arts	.18	.67	.15
Mathematics	.15	.81	.04
Science	.22	.71	.07
Social Studies	.11	.74	.15

NEEDS AREAS	
Physical Education	.00
Music	.00
Art	.04
Speech Defects	.00
Sight	.18
Hearing	.07
Dental	.00
Physically Handicapped	.00
Developmentally Handicapped	.00

*Data in percent

TABLE 6.8
UNION NEEDS ASSESSMENT SURVEY:
GRADE 6 *

NEEDS AREAS	Below	Average	Above
Reading	.16	.72	.12
Language Arts	.18	.70	.12
Mathematics	.18	.66	.16
Science	.10	.74	.16
Social Studies	.13	.74	.13

NEEDS AREAS	
Physical Education	.09
Music	.09
Art	.09
Speech Defects	.00
Sight	.12
Hearing	.00
Dental	.09
Physically Handicapped	.03
Developmentally Handicapped	.00

*Data in percent

TABLE 6.9
UNION NEEDS ASSESSMENT SURVEY:
GRADE 7 *

NEEDS AREAS	Below	Average	Above
Reading	.11	.71	.18
Language Arts	.14	.64	.22
Mathematics	.11	.64	.25
Science	.14	.68	.18
Social Studies	.07	.75	.18

NEEDS AREAS	
Physical Education	.00
Music	.00
Art	.00
Speech Defects	.03
Sight	.00
Hearing	.06
Dental	.00
Physically Handicapped	.00
Developmentally Handicapped	.03

*Data in percent

TABLE 6.10
UNION NEEDS ASSESSMENT SURVEY:
GRADE 8 *

NEEDS AREAS	Below	Average	Above
Reading	.17	.62	.21
Language Arts	.14	.65	.21
Mathematics	.17	.56	.27
Science	.14	.62	.24
Social Studies	.12	.68	.20

NEEDS AREAS	
Physical Education	.00
Music	.00
Art	.00
Speech Defects	.02
Sight	.02
Hearing	.07
Dental	.00
Physically Handicapped	.00
Developmentally Handicapped	.00

*Data in percent

TABLE 6.11
UNION NEEDS ASSESSMENT SURVEY
GRADE 9 *

NEEDS AREAS	Below	Average	Above
Reading	.11	.69	.20
Language Arts	.17	.69	.14
Mathematics	.20	.63	.17
Science	.14	.72	.14
Social Studies	.11	.69	.20

NEEDS AREAS	
Physical Education	.00
Music	.00
Art	.00
Speech Defects	.00
Sight	.03
Hearing	.03
Dental	.00
Physically Handicapped	.03
Developmentally Handicapped	.03

*Data in percent

TABLE 6.12
UNION NEEDS ASSESSMENT SURVEY:
GRADE 10 *

NEEDS AREAS	Below	Average	Above
Reading	.15	.75	.10
Language Arts	.22	.63	.15
Mathematics	.15	.77	.08
Science	.12	.71	.17
Social Studies	.10	.76	.14

NEEDS AREAS	
Physical Education	.05
Music	.00
Art	.00
Speech Defects	.05
Sight	.07
Hearing	.00
Dental	.07
Physically Handicapped	.02
Developmentally Handicapped	.02

*Data in percent

TABLE 6.13
UNION NEEDS ASSESSMENT SURVEY:
GRADE 11 *

NEEDS AREAS	Below	Average	Above
Reading	.07	.75	.18
Language Arts	.07	.75	.18
Mathematics	.10	.75	.15
Science	.11	.78	.11
Social Studies	.14	.70	.16

NEEDS AREAS	
Physical Education	.00
Music	.00
Art	.00
Speech Defects	.02
Sight	.00
Hearing	.02
Dental	.00
Physically Handicapped	.00
Developmentally Handicapped	.02

*Data in percent

TABLE 6.14
UNION NEEDS ASSESSMENT SURVEY:
GRADE 12 *

NEEDS AREAS	Below	Average	Above
Reading	.05	.82	.13
Language Arts	.09	.68	.23
Mathematics	.18	.68	.14
Science	.06	.83	.11
Social Studies	.17	.66	.17

NEEDS AREAS	
Physical Education	.00
Music	.00
Art	.00
Speech Defects	.00
Sight	.04
Hearing	.00
Dental	.00
Physically Handicapped	.00
Developmentally Handicapped	.00

*Data in percent

The areas indicating need[8] as pointed out by the assessment and their percentages of need are as follows:

Grade K:[9]	reading	.50
	language arts	.50
	science	.67
	social studies	.33
	art	.21
Grade 1:	language arts	.20
Grade 2:	hearing	.13
Grade 3:	physical education	.16
	music	.16
	art	.20
Grade 4:	art	.16
	sight	.21
Grade 5:	reading	.18
	language arts	.18
	science	.22
	sight	.18
Grade 6:	language arts	.18
	mathematics	.18
	sight	.12
Grade 8:	reading	.17
	mathematics	.17

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[8] The academic areas were judged to be in need if over sixteen percent of the sample feel into the "Below" category. See Appendix G., p. 8.7, for the guidelines establishing the categories.

The other needs areas were identified to be of priority if over ten percent of the sample were judged to be in need.

[9] The researchers questioned if testing data was actually available and utilized by the school personnel in completing the needs assessment forms for Grade K (especially in the areas of science and social studies).

Grade 9:	language arts	.17
	mathematics	.20
Grade 10:	language arts	.22
Grade 12:	mathematics	.18

SRA Data and Analysis

As a part of the student needs assessment, the 1973-74 SRA testing data for Grades 1-3 was codified and can be compared with data obtained via the needs survey.[10] The areas indicating needs[11] as pointed out by the SRA data and the percentage of these needs are as follows:

Grade 1:	reading	.21
	language arts	.37
	mathematics	.30
Grade 2:	reading	.19
	language arts	.21
	mathematics	.20
Grade 3:	language arts	.18
	mathematics	.19

[10] See Table 6.15, p. 6.20.

[11] See p. 6.18, footnote 8.

TABLE 6.15
UNION NEEDS ASSESSMENT:
SRA DATA*

GRADE 1

NEEDS AREA	Below	Average	Above
Reading	.21	.68	.11
Language Arts	.37	.52	.11
Mathematics	.30	.56	.14

GRADE 2

NEEDS AREA	Below	Average	Above
Reading	.19	.66	.15
Language Arts	.21	.65	.14
Mathematics	.20	.63	.17

GRADE 3

NEEDS AREA	Below	Average	Above
Reading	.15	.72	.13
Language Arts	.18	.68	.14
Mathematics	.19	.67	.14

*Data in percent

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APPENDIX A

STAFF DEVELOPMENT GUIDELINES

STAFF DEVELOPMENT FOR EDUCATIONAL PERSONNEL

State of New Hampshire

Guideline Requirements
In Preparation of Local Master Plans

State Board Regulations Adopted June 1971

State Department of Education
Division of Administration

Office of Teacher Education & Professional Standards

State House Annex
Concord, New Hampshire

ARTICLE I
Definition and Purpose of Staff Development

1. The purpose of staff development in New Hampshire is to improve the learning experiences of students.

2. The professional educator sees education as a life-long process and recognizes his own obligation to plan for self-improvement, thereby enriching the learning experiences of his students.

ARTICLE II
Criteria for State Approval of Local Master Plans

Each Supervisory Union or local school district shall submit a MASTER PLAN proposal, on Form P.S.B.-1 indicating local inservice needs, objectives, program activities, and evaluation. A visiting committee appointed by the State Department of Education will make on-site observations at least once during the life of the plan to review local MASTER PLANS in order to verify adherence to the following criteria:

1. A local Staff Development Committee shall be established via election from peer groups identified by the local Superintendent. This committee, to be effective, should number not less than nine (9) or more than fifteen (15) members broadly representative of teachers, service personnel, administrators, a school board member, parents and students. Local MASTER PLANS which are sufficiently large or ambitious may consider appointment of a full-time Director-Chairman; more modest plans should provide for a committee chairman elected by the full committee. Regional MASTER PLANS are encouraged where appropriate.

2. A local three (3) year MASTER PLAN shall be developed to reflect specific needs identified through organized self-study and analysis by the professional staff, students, and parents. Both objective (test) data and subjective (questionnaire) data are appropriate to needs assessment. Specific objectives should be stated in measurable terms whenever possible.

3. The local MASTER PLAN shall be consistent with State Certification regulations and with federal, state and local laws and regulations.

4. The local MASTER PLAN shall make provisions for involvement of non-local agencies via contractual and/or advisory services from State Department of Education, colleges, industries, professional associations and foundations.

5. The MASTER PLAN shall recognize individual differences among professional educators. Therefore, the plan shall encourage a choice of activities within the four major staff development components designed for inservice growth and recertification. These four components are:

a. Knowledge of Subject or Service Area

This component relates to the individual's command of subject matter or service information in his primary teaching or service assignment.

b. Basic Teaching Skills

This component relates to the individual's skills in such pedagogical areas as diagnosis of learning problems, learning strategies, questioning techniques, evaluation techniques, etc.

c. Orientation to Structure and Operation of Local Schools

This component relates to the legal and traditional basis of the local schools. Questions of governance, policies, organization, communication, finance, facilities, services, individual limitations and opportunities as they relate to the operation of local schools are included here.

d. Exploratory or Innovative Activities

This component relates to a type of group or individual activity not relating to components a, b, or c. These activities may include objectives not easily defined or evaluated.

6. The local MASTER PLAN shall include appropriate evaluation techniques of both objective and subjective nature. Evaluation should be directly related to specific component objectives.

7. The local MASTER PLAN shall require every full-time educational employee for recertification purposes, to satisfactorily complete a minimum of fifty (50) clock hours approved activity in each three (3) year period beginning with the academic year 1975-1976. Of the total fifty (50) hours required, at least ten (10) hours shall be devoted to each of two (2) of the four (4) component areas. College courses, local inservice seminars/workshops, conferences, out-of-district school visitations, sabbaticals, institutes, and independent study are examples of eligible activity designs within any one or more of the four (4) components. Proposals encompassing more than one Supervisory Union shall be submitted in triplicate to the State Director of Teacher Education on Form P.S.B.-2.

8. The local MASTER PLAN shall be approved as follows:

   a. the local Superintendent

   b. the Joint or District School Board (s)

   c. the State Department of Education

   d. if disapproved at any level, the plan will be re-submitted to the local Staff Development Committee for redevelopment.

ARTICLE 111

State Financial Assistance

1. State aid, when available, shall be apportioned on a per capita basis according to the number of full time professionals employed in districts which are party to a State approved local MASTER PLAN.

APPENDIX B

COMMUNITY OPINIONNAIRE

LACONIA SUPERVISORY UNION NO. 30

Box 309 . Laconia, New Hampshire
603 524-5710

ROBERT W. MUSGROVE, *Superintendent of Schools*
ALEXANDER J. BLASTOS, *Assistant Superintendent*
WESLEY J. COLBY, *Business Administrator*
ESMA FORD, *Teacher Consultant*

SCHOOL DISTRICTS
Gilford
Gilmanton
Laconia

Dear Citizen:

The New Hampshire State Board of Education has adopted a policy which requires that each School Supervisory Union develop a Master Plan for Staff Development for all educational personnel. This plan will provide guidelines for recertification of teachers and increase the quality of educational services for students.

As part of the process, a survey of public, professional staff, and student opinion is being conducted. The results of this survey will be used to help identify school district needs. The needs that are identified will serve as the basis for the plan of staff development; therefore, it is urgent for the future of education in your school district that you complete the survey that follows.

A committee of students, parents, school board members, teachers, and administrators for the three school districts of Supervisory Union No. 30 is responsible for the development of the Master Plan. This plan must then be approved by the Superintendent of Schools, School Board of Union No. 30, and the New Hampshire State Board of Education prior to implementation.

We feel that this process will assist teachers, administrators, and school board members to make schools more responsive to the public that they serve. Please return the enclosed questionnaire in the stamped and addressed envelope provided as soon as possible. Your cooperation will be greatly appreciated.

Sincerely yours,

Staff Development Committee:

Mr. Thomas E. Brunelle - Gilford
Ms Marna Bunce - Gilford
Miss Patsy Engelsen - Gilford
Mrs. Bette MacDonald - Gilford
Mrs. Mary E. Pomeroy - Gilford
Mrs. Phyllis Crosby - Gilmanton
Mrs. Celia S. Nicotra - Gilmanton
Mr. Walter Skantze - Gilmanton
Miss Linda Calvin - Laconia
Mrs. Donald M. Ettelson - Laconia
Mr. James N. McBride - Laconia
Miss Eleanor C. Parker - Laconia
Mr. Robert Pomeroy - Laconia
Mr. Norman VanderNoot - Laconia

_____
Gloria Kent,
Chairperson,
Supervisory Union Board No. 30

_____
Robert W. Musgrove,
Superintendent of Schools

_____
Malcolm Bownes

_____
Roger D. Crim

Coordinators of Questionnaire

87

COMMUNITY EDUCATION SURVEY FOR THE SCHOOL DISTRICTS OF

LACONIA, GILFORD AND GILMANTON

This questionnaire has been designed to survey public, professional staff and student opinion with regard to the goals of public education. The results of this survey will be used to help identify local school district needs and thus make schools more responsive to the public.

PART I--Please answer every item. Put a check in the appropriate blank.

1. You are a resident of:

   Gilford _____

   Gilmanton _____

   Laconia _____

2. Do you have children:

   Yes _____

   No _____

3. Do you have children in the public elementary school:

   Yes _____

   No _____

4. Do you have children in the public junior or senior high school:

   Yes _____

   No _____

5. Your age:

less than 18 _____	36 - 45 _____	66 - 75 _____
18 - 25 _____	46 - 55 _____	76 - 85 _____
26 - 35 _____	56 - 65 _____	over 85 _____

PART II--Are the local public schools successful in teaching the twelve (12) goals stated below? Please respond to all the goal statements by circling, at the right of each statement, the number which best describes your opinion according to the scale below:

SCALE 1 - Excellent 2 - Above Average 3 - Average 4 - Below Average 5 - Very Poor

1.	GAIN A GENERAL EDUCATION (Background and skills in the use of numbers, natural sciences, mathematics and social sciences; basic information and concepts.)	1 2 3 4 5
2.	DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING (Skills in oral and written English; ability to read with understanding and enjoyment.)	1 2 3 4 5
3.	DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE (Eagerness for lifelong learning.)	1 2 3 4 5
4.	GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS (Ability to use information and counseling services related to the selection of a job.)	1 2 3 4 5
5.	DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK (Abilities and skills needed for immediate employment; awareness of opportunities.)	1 2 3 4 5
6.	LEARN TO EXAMINE AND TO USE INFORMATION (Skills to think, question, and proceed logically; decision-making skills.	1 2 3 4 5
7.	UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING (Awareness of future family responsibilities and achievement of skills in preparing to accept them.)	1 2 3 4 5
8.	DEVELOP PRIDE IN WORK AND FEELING OF SELF-WORTH (A feeling of student pride in achievements and progress; self-understanding and self-awareness.)	1 2 3 4 5
9.	LEARN TO USE LEISURE TIME (Interest and participation in a variety of leisure time activities.)	1 2 3 4 5
10.	PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY (Understanding of good physical health and well being; concern for public health and safety.)	1 2 3 4 5
11.	LEARN GOOD CITIZENSHIP (Understanding of the obligations and responsibilities of citizenship.)	1 2 3 4 5
12.	APPRECIATION OF CULTURE AND BEAUTY IN THE WORLD (Abilities for effective expression of ideas and cultural appreciation of the fine arts.)	1 2 3 4 5

PART III--Is teaching toward the twelve goals listed below a RESPONSIBILITY of the local public schools, home or both? Indicate your opinion by checking the appropriate box to the right of each of the goal statements.

		School	Home	Both
1.	GAIN A GENERAL EDUCATION	☐	☐	☐
2.	DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING	☐	☐	☐
3.	DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE	☐	☐	☐
4.	GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS	☐	☐	☐
5.	DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK	☐	☐	☐
6.	LEARN TO EXAMINE AND TO USE INFORMATION	☐	☐	☐
7.	UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING	☐	☐	☐
8.	DEVELOP PRIDE IN WORK AND FEELING OF SELF-WORTH	☐	☐	☐
9.	LEARN TO USE LEISURE TIME	☐	☐	☐
10.	PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY	☐	☐	☐
11.	LEARN GOOD CITIZENSHIP	☐	☐	☐
12.	APPRECIATION OF CULTURE AND BEAUTY IN THE WORLD	☐	☐	☐

PART IV--Additional comments may be made and will be welcomed below.

APPENDIX C

TEACHER OPINIONNAIRE

LACONIA SUPERVISORY UNION NO. 30

Box 309 . Laconia, New Hampshire
603 524-5710

ROBERT W. MUSGROVE, *Superintendent of Schools*
ALEXANDER J. BLASTOS, *Assistant Superintendent*
WESLEY J. COLBY, *Business Administrator*
ESMA FORD, *Teacher Consultant*

SCHOOL DISTRICTS
Gilford
Gilmanton
Laconia

Dear Teacher:

The New Hampshire State Board of Education has adopted a policy which requires that each School Supervisory Union develop a Master Plan for Staff Development for all educational personnel. This plan will provide guidelines for recertification of teachers and increase the quality of educational services for students.

As part of the process, a survey of public, professional staff, and student opinion is being conducted. The results of this survey will be used to help identify school district needs. The needs that are identified will serve as the basis for the plan of staff development; therefore, it is urgent for the future of education in your school district that you complete the survey that follows.

A committee of students, parents, school board members, teachers, and administrators for the three school districts of Supervisory Union No. 30 is responsible for the development of the Master Plan. This plan must then be approved by the Superintendent of Schools, School Board of Union No. 30, and the New Hampshire State Board of Education prior to implementation.

We feel that this process will assist teachers, administrators, and school board members to make schools more responsive to the public they serve. Your cooperation will be greatly appreciated.

Sincerely,

Rogert W. Musgrove,
Superintendent of Schools

Staff Development Committee:

Mr. Thomas E. Brunelle - Gilford
Ms Marna Bunce - Gilford
Miss Patsy Engelsen - Gilford
Mrs. Bette MacDonald - Gilford
Mrs. Mary E. Pomeroy - Gilford
Mrs. Phyllis Crosby - Gilmanton
Mrs. Celia S. Nicotra - Gilmanton
Mr. Walter Skantze - Gilmanton
Miss Linda Calvin - Laconia
Mrs. Donald M. Ettelson - Laconia
Mr. James N. McBride - Laconia
Miss Eleanor C. Parker - Laconia
Mr. Robert Pomeroy - Laconia
Mr. Norman VanderNoot - Laconia

COMMUNITY EDUCATION SURVEY FOR THE SCHOOL DISTRICTS OF

LACONIA, GILFORD AND GILMANTON

This questionnaire has been designed to survey public, professional staff and student opinion with regard to the goals of public education. The results of this survey will be used to help identify local school district needs and thus make schools more responsive to the public.

PART I--Please answer every item. Put a check in the appropriate blank.

1. In which school district do you teach:

Gilford _____

Gilmanton _____

Laconia _____

2. At which grade level is the majority of your teaching done:

Gilford		Gilmanton		Laconia	
K-4	_____	1-4	_____	K-6	_____
5-8	_____	5-8	_____	7-9	_____
9-12	_____			10-12	_____

3. Highest degree attained:

Bachelor	_____	Doctorate	_____
Master	_____	Other (please specify)	_____
6th year Degree or Certificate	_____		

4. Sex:

Female _____

Male _____

5. Number of years of teaching experience (include present academic year)

1 - 2	_____	11 - 15	_____	26 - 30	_____
3 - 5	_____	16 - 20	_____	31 - 35	_____
6 - 10	_____	21 - 25	_____	over 36	_____

PART II-- Are the local public schools successful in teaching the twelve (12) goals stated below? Please respond to all the goal statements by circling, at the right of each statement, the number which best describes your opinion according to the scale below:

SCALE 1 - Excellent 2 - Above Average 3 - Average 4 - Below Average 5 - Very Poor

1.	GAIN A GENERAL EDUCATION (Background and skills in the use of numbers, natural sciences, mathematics and social sciences; basic information and concepts.)	1 2 3 4 5
2.	DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING (Skills in oral and written English; ability to read with understanding and enjoyment.)	1 2 3 4 5
3.	DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE (Eagerness for lifelong learning.)	1 2 3 4 5
4.	GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS (Ability to use information and counseling services related to the selection of a job.)	1 2 3 4 5
5.	DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK (Abilities and skills needed for immediate employment; awareness of opportunities.)	1 2 3 4 5
6.	LEARN TO EXAMINE AND TO USE INFORMATION (Skills to think, question, and proceed logically; decision-making skills.	1 2 3 4 5
7.	UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING (Awareness of future family responsibilities and achievement of skills in preparing to accept them.)	1 2 3 4 5
8.	DEVELOP PRIDE IN WORK AND FEELING OF SELF-WORTH (A feeling of student pride in achievements and progress; self-understanding and self-awareness.	1 2 3 4 5
9.	LEARN TO USE LEISURE TIME (Interest and participation in a variety of leisure time activities.)	1 2 3 4 5
10.	PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY (Understanding of good physical health and well being; concern for public health and safety.)	1 2 3 4 5
11.	LEARN GOOD CITIZENSHIP (Understanding of the obligations and responsibilities of citizenship.)	1 2 3 4 5
12.	APPRECIATION OF CULTURE AND BEAUTY IN THE WORLD (Abilities for effective expression of ideas and cultural appreciation of the fine arts.)	1 2 3 4 5

PART III-- Is teaching toward the twelve goals listed below a RESPONSIBILITY of the local public schools, home or both? Indicate your opinion by checking the appropriate box to the right of each of the goal statements.

		School	Home	Both
1.	GAIN A GENERAL EDUCATION	☐	☐	☐
2.	DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING	☐	☐	☐
3.	DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE	☐	☐	☐
4.	GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS	☐	☐	☐
5.	DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK	☐	☐	☐
6.	LEARN TO EXAMINE AND TO USE INFORMATION	☐	☐	☐
7.	UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING	☐	☐	☐
8.	DEVELOP PRIDE IN WORK AND FEELING OF SELF-WORTH	☐	☐	☐
9.	LEARN TO USE LEISURE TIME	☐	☐	☐
10.	PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY	☐	☐	☐
11.	LEARN GOOD CITIZENSHIP	☐	☐	☐
12.	APPRECIATION OF CULTURE AND BEAUTY IN THE WORLD	☐	☐	☐

APPENDIX D

STUDENT OPINIONNAIRE

LACONIA SUPERVISORY UNION NO. 30

Box 309 . Laconia, New Hampshire
603 524-5710

ROBERT W. MUSGROVE, *Superintendent of Schools*
ALEXANDER J. BLASTOS, *Assistant Superintendent*
WESLEY J. COLBY, *Business Administrator*
ESMA FORD, *Teacher Consultant*

SCHOOL DISTRICTS
Gilford
Gilmanton
Laconia

Dear Student:

The New Hampshire State Board of Education has adopted a policy which requires that each School Supervisory Union develop a Master Plan for Staff Development for all educational personnel. This plan will provide guidelines for recertification of teachers and increase the quality of educational services for students.

As part of the process, a survey of public, professional staff, and student opinion is being conducted. The results of this survey will be used to help identify school district needs. The needs that are identified will serve as the basis for the plan of staff development; therefore, it is urgent for the future of education in your school district that you complete the survey that follows.

A committee of students, parents, school board members, teachers, and administrators for the three school districts of Supervisory Union No. 30 is responsible for the development of the Master Plan. This plan must then be approved by the Superintendent of Schools, School Board of Union No. 30, and the New Hampshire State Board of Education prior to implementation.

We feel that this process will assist teachers, administrators, and school board members to make schools more responsive to the public they serve. Your cooperation will be greatly appreciated.

Sincerely,

Robert W. Musgrove,
Superintendent of Schools

COMMUNITY EDUCATION SURVEY FOR THE SCHOOL DISTRICTS OF

LACONIA, GILFORD AND GILMANTON

This questionnaire has been designed to survey public, professional staff and student opinion with regard to the goals of public education. The results of this survey will be used to help identify local school district needs and thus make schools more responsive to the public.

PART I--Please answer every item. Put a check in the appropriate blank.

1. Grade you are in:

7	_____	10	_____
8	_____	11	_____
9	_____	12	_____

Other (please specify) _____

2. School you attend:

Laconia High _____

Memorial Junior High _____

Gilford Middle or High School _____

Gilmanton Elementary _____

3. Sex:

Female _____

Male _____

PART II-- Are the local public schools successful in teaching the twelve (12) goals stated below? Please respond to all the goal statements by circling, at the right of each statement, the number which best describes your opinion according to the scale below:

SCALE 1 - Excellent 2 - Above Average 3 - Average 4 - Below Average 5 - Very Poor

1.	GAIN A GENERAL EDUCATION (Background and skills in the use of numbers, natural sciences, mathematics and social sciences; basic information and concepts.)	1 2 3 4 5
2.	DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING (Skills in oral and written English; ability to read with understanding and enjoyment.)	1 2 3 4 5
3.	DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE (Eagerness for lifelong learning.)	1 2 3 4 5
4.	GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS (Ability to use information and counseling services related to the selection of a job.)	1 2 3 4 5
5.	DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK (Abilities and skills needed for immediate employment; awareness of opportunities.)	1 2 3 4 5
6.	LEARN TO EXAMINE AND TO USE INFORMATION (Skills to think, question, and proceed logically; decision-making skills.	1 2 3 4 5
7.	UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING (Awareness of future family responsibilities and achievement of skills in preparing to accept them)	1 2 3 4 5
8.	DEVELOP PRIDE IN WORK AND FEELING OF SELF-WORTH (A feeling of student pride in achievements and progress; self-understanding and self-awareness.)	1 2 3 4 5
9.	LEARN TO USE LEISURE TIME (Interest and participation in a variety of leisure time activities.)	1 2 3 4 5
10.	PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY (Understanding of good physical health and well being; concern for public health and safety.)	1 2 3 4 5
11.	LEARN GOOD CITIZENSHIP (Understanding of the obligations and responsibilities of citizenship.)	1 2 3 4 5
12.	APPRECIATION OF CULTURE AND BEAUTY IN THE WORLD (Abilities for effective expression of ideas and cultural appreciation of the fine arts.)	1 2 3 4 5

PART III-- Is teaching toward the twelve goals listed below a RESPONSIBILITY of the local public schools, home or both? Indicate your opinion by checking the appropriate box to the right of each of the goal statements.

		School	Home	Both
1.	GAIN A GENERAL EDUCATION	☐	☐	☐
2.	DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING	☐	☐	☐
3.	DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE	☐	☐	☐
4.	GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS	☐	☐	☐
5.	DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK	☐	☐	☐
6.	LEARN TO EXAMINE AND TO USE INFORMATION	☐	☐	☐
7.	UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING	☐	☐	☐
8.	DEVELOP PRIDE IN WORK AND FEELING OF SELF-WORTH	☐	☐	☐
9.	LEARN TO USE LEISURE TIME	☐	☐	☐
10.	PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY	☐	☐	☐
11.	LEARN GOOD CITIZENSHIP	☐	☐	☐
12.	APPRECIATION OF CULTURE AND BEAUTY IN THE WORLD	☐	☐	☐

PART IV-- Additional comments may be made and will be welcomed below.

APPENDIX E

TEACHER NEEDS ASSESSMENT FORM

SUPERVISORY UNION #30

PRIORITY QUESTIONNAIRE OF TEACHERS' NEEDS

District (circle one)

Laconia
Gilford
Gilmanton

Level (circle one)

Elementary
Middle School
Junior High
High School

Purpose: The purpose of this questionnaire is to determine the priorities of teachers' needs in your teaching district in order to improve our educational system.

Directions: Please use the Needs Scale by circling the number that is appropriate.

Please use the Implementation Code to circle the method that you wish to use in order to meet this need. If you circle O, please write in the method you desire.

Needs Scale

1. Greatest need
2. Need
3. No opinion
4. No need
5. Least need

Implementation Code

W - Workshop
G - Small informal group
CC - College course
P - Personal project
V - Professional Visitation
T - Travel
S - Sabbatical
L - Leave of Absence for Professional Growth
O - Other

1. Individualized Instruction Strategies (Different techniques for teaching, while still providing for individual differences).

   Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

2. Team Teaching Techniques (A system in which two or more teachers plan and work together).

   Need 1 2 3 4 5 Implementation: W G CC P V T S L O

3. Programmed Instruction (A method of presenting material in a logical manner. Printed solutions to problems or questions are provided immediately and provisions are made for remedial steps if necessary).

   Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

Needs Scale

1. Greatest need
2. Need
3. No opinion
4. No need
5. Least need

Implementation Code

W - Workshop
G - Small informal group
CC - College course
P - Personal project
V - Professional Visitation
T - Travel
S - Sabbatical
L - Leave of Absence for Professional Growth
O - Other

4. Non-graded School Approach (Students are assigned to a level or block instead of a grade. Students may spend 3 or 4 years in a level or block advancing according to their physical, social, emotional and intellectual maturity to the next level or block).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

5. Alternative Education Programs (This provides an opportunity for students to be able to pursue other areas of study whether they are or are not part of the basic curriculum).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

6. Grading Systems (The examination of techniques, methods and styles for student evaluation, plus the reassessment of our current systems).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

7. Sensitivity Training (Becoming more aware of yourself - how and why you interact with others).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

8. Techniques for Diagnosing Student Reading Problems (To examine available techniques. To provide teachers with the opportunity to refresh their ideas and become aware of new methods).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

9. Techniques for Dealing With Students' Cultural Differences (How to deal with children from different environments, socio-economic backgrounds, languages, religions, and geographical locations).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

10. Values Clarification (A clarification of ones' own personal values - one identifies, accepts and relates to others in situations).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

Needs Scale

1. Greatest need
2. Need
3. No opinion
4. No need
5. Least need

Implementation Code

W - Workshop
G - Small informal group
CC - College course
P - Personal project
V - Professional Visitation
T - Travel
S - Sabbatical
L - Leave of Absence for Professional Growth
O - Other

11. Role of Behavioral Objectives (How to plan, write and measure behavioral objectives).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

12. Career Education (An exploration of the various jobs available, job descriptions and teaching techniques in occupational fields).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

13. Dealing with Handicapped Children in the Classroom (Making arrangements for any child with an emotional, social, physical or intellectual handicap).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

14. Performance Contracting (Creating actual contracts between students and a teacher stating the objectives the student plans to achieve along with the methods he will use).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

15. Teacher Accountability (An in-depth study of the teacher's role and his or her responsibility to the school and community).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

16. Communication (Exchange of ideas between teachers, administration, school board, and community).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

17. Curriculum (Methods of evaluating, changing and/or developing curriculum).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

18. Physical Facilities (Changing or developing existing physical facilities).

Need: 1 2 3 4 5 Implementation: W G CC P V T S L O

Additional comments:

Thank you!

APPENDIX F

STUDENT NEEDS ASSESSMENT FORM

STUDENT NEEDS ASSESSMENT
SUPERVISORY UNION #30

SECTION I

Grade _____

Sex _____

School District:
Gilford _____
Gilmanton _____
Laconia _____

SECTION II

Only standardized objective test data will be used in determining student needs

NEEDS AREAS	STANDARDIZED TESTS OR DIAGNOSTIC SCREENING		
	Below	Average	Above
Reading			
Language Arts			
Mathematics			
Science			
Social Studies			
Physical Education			
Music			
Art			

Speech Defects	
Sight	
Hearing	
Dental	
Physically Handicapped	
Developmentally Handicapped	

_____
Signature of individual making Assessment

APPENDIX G

GUIDELINES FOR STUDENT NEEDS ASSESSMENT

GUIDELINES FOR STUDENT

NEEDS ASSESSMENT

Section I:

STANDARD SCORES	BELOW GROUP	AVERAGE GROUP	ABOVE GROUP
standard deviation	-4 to -1	-1 to +1	+1 to +4
percentile	0 to 16	16 to 84	84 to 100
Z-score	-4 to -1	-1 to +1	+1 to +4
T-score	10 to 40	40 to 60	60 to 90
stanine	1 & 2	3,4,5,6,7	8 & 9
C-score	0,1,2	3,4,5,6	7,8,9,10
sten	1,2,3	4,5,6,7	8,9,10

Section II:

below:

DIQ of 68 on Stanford-Binet

DIQ of 70 on WISC or WPPSI

on other instruments below a standard deviation of
-2 or an IQ of 70